

# HDE 200A: Infancy & Early Childhood

Wednesdays, 9:30 pm – 12:30pm, Fall 2018

Wellman Hall 123

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Office Hours: By appointment

## **Course Description:**

The goals of this course are for students to learn the major theories, research methods, and findings of early child development in biological, cognitive, and social/emotional development. We will focus on a specific topic or research area in each class. The representative articles will be around the central themes in early child development and serve as examples illustrating how various methods and approaches can be adopted to address theoretical and practical issues. The first 4-5 weeks will be devoted to core areas of child development, with the last 5 weeks focusing on more applied and ecologically relevant topics.

## **Course Requirements:**

- 1) **Participation (30 points):** Students are expected to attend class regularly and participate in class discussions. This course is structured as a seminar. As such, it will be successful only in so far as participants take the opportunity to read assigned readings carefully and critically and come prepared to discuss the readings and their own ideas, reactions, and questions about those readings.
- 2) **Thought papers (30 points):** Every week you should be writing short reaction papers on the readings. These papers should be brought to class and should help guide our discussion. You should think of these reaction papers more for your benefit than for mine. The culmination of your core course work will be a preliminary examination. This exam will require you to draw upon and integrate readings from your first year of graduate school. These reaction papers will be an excellent starting point for your exam, and will provide easy reference of papers that you read for this course. In your reaction papers you should provide basic details about each paper like in an annotated bibliography (e.g., research questions, methods, population, how the paper extended our knowledge) as well as more deep and critical thinking type issues. For example, you should go beyond the superficial details of the paper by integrating themes and thinking about “big picture” concepts. You should compare and contrast, and integrate and extend readings within each week, and across weeks. These reactions will form the basis of our discussion. Your papers do not have to be in essay form, they can be more “free flow” thoughts about the readings, but must be coherent enough for me to read.
- 3) **Grant (40 points):** As an academician much of your success will be dependent on your ability to secure grants. It is therefore important to practice and excel at grant writing. For this course, you will be expected to write the scientific portion of NIH small grant. Following the R21 format, you will complete the specific aims (1 page), significance and

innovation, (NIH also has an approach section but you will not be required to write this). Use 0.5 inch margins, single spaced and Arial 11 font for the format. For this grant I want you to start thinking like a researcher. You need to start critically thinking about the field of human development, and your specific area. While the majority of this course will be spent discussing what we know about early development, I want you to start thinking about what we don't know. What are the gaps in our knowledge? Why is this a gap? What are we missing out on by not knowing this information? What can be gained by knowing this information? You will need to come up with a simple, answerable question that that has not already been answered. You will need to theoretically justify why this is an important study to conduct while drawing on relevant empirical knowledge surrounding this issue. And, most importantly, explain the broader implications and the study's relevance to public health.

**Please print out and turn your grant into me or my mailbox no later than noon on 12/7.**

### **Course Schedule:**

<b>Date</b>	<b>Topic</b>
9/26	Theories and themes
10/3	Attachment
10/10	Temperament
10/17	Regulation
10/24	Cognition and Social Cognition ( <i>Specific Aims due</i> )
10/31	Parenting
11/7	Family dynamics
11/14	Sociocultural contexts
11/21	<i>Thanksgiving break</i>
11/28	Social and Contextual adversity
12/5	Early intervention

### **Reading List:**

#### **1. Themes and Theories**

Bronfenbrenner, U. (1977). Toward an experimental ecology of human development. *American Psychologist*, 32, 513-531.

Bourchard, T. (2004) Genetic influence on human psychological traits: A survey. *Current Directions in Psychological Science*, 13, 148-151.

Fraley, R.C., Roisman, G.I., & Haltigan, J.D. (2013). The legacy of early experiences in development: Formalizing alternative models of how early experiences are carried forward over time. *Developmental Psychology*, 49(1), 109-126.

Belsky, J. (2007). Experience in Childhood and the Development of Reproductive Strategies. Acta Psychologica Sinica, 39, 454-468.

Belsky, J., Bakermans-Kranenburg, M., & van IJzendoorn, M. (2007). For Better *and* For Worse: Differential Susceptibility to Environmental Influences. Current Directions in Psychological Science, 16, 305-309.

## **2. Attachment theory and research**

de Wolff, M., & Van IJzendoorn, M. (1997). Sensitivity and attachment: A meta-analysis on parental antecedents of infant attachment. Child Development, 68, 571-591.

Fearon, R.P., Bakermans-Kranenburg, M.J., van IJzendoorn, M.H., Lapsley, A.M., & Roisman, G.I. (2010). The significance of insecure attachment and disorganization in the development of children's externalizing behavior: A meta-analytic study. Child Development, 81, 1467-8624.

Sroufe, L. A. (1979). The coherence of individual development: Early care, attachment, and subsequent developmental issues. American Psychologist, 34, 834-841.

Hofer M.A. (2006) Psychobiological roots of early attachment. Current Directions in Psychological Science, 15: 84-88.

Posada, G., Lu, T., Trumbell, J., Kaloustian, G., Trudel, M., Plata, S., Peña, P., Perez, J., Tereno, S., Dugravier, R., Coppola, G., Constantini, A., Cassiba, R., Kondo-Ikemura, K., Noblega, M., Haya, M. I., Pedraglio, C., Verissimo, M., Santos, A. J., Monteiro, L., & Lay, K. L. (2013). Is the secure base phenomenon evident here, there, and anywhere? A cross-cultural study of child behavior and experts' definitions. Child Development, 84(6), 1896-1905.

## **3. Temperament**

Rothbart, M.K. (2007). Temperament, development and personality. Current Directions in Psychological Science, 16, 207-212

Caspi, A. & Silva, P.A. (1995). Temperamental qualities at age three predict personality traits in young adulthood. Child Development, 66, 486-498.

Goldsmith, H. H., Buss, K. A., & Lemery, K. S. (1997). Toddler and childhood temperament: Expanded content, stronger genetic evidence, new evidence for the importance of environment. Developmental Psychology, 33(6), 891-905.

Kochanska, G. (1991). Socialization and temperament in the development of guilt and conscience. Child Development, 62, 1379-1392.

#### **4. Regulation**

Feldman, R. (2007) Parent–Infant Synchrony Biological Foundations and Developmental Outcomes. *Current directions in psychological science*, 16, 340-345.

Blair, C., & Raver, C. (2012) Individual development and evolution: Experiential canalization of self-regulation. *Developmental Psychology*, 48, 647-657.

Kochanska, G., Coy, K. C., & Murray, K. T. (2001). The development of self-regulation in the first four years of life. *Child Development*, 72(4), 1091-1111.

Hostinar, C.E., Sullivan, R. M., & Gunnar, M. R., Psychobiological Mechanisms Underlying the Social Buffering of the HPA Axis: A Review of Animal Models and Human Studies across Development

#### **5. Cognition and Social Cognition**

Meltzoff, A. N. (1995). Understanding the intentions of others: Re-enactment of intended acts by 18-month-old infants. *Developmental Psychology*, 31, 838-850.

Repacholi, B. M., & Gopnik, A. (1997). Early reasoning about desires: Evidence from 14- and 18-month-olds. *Developmental Psychology*, 33(1), 12-21.

Goldin-Meadow, S., Levine, S. C., Hedges, L. V., Huttenlocher, J., Raudenbauch, S. W., & Small, S. L. (2014). New evidence about language and cognitive development based on a longitudinal study: hypotheses for intervention. *American Psychologist*, 588-599.

Keen, R. (2011). The Development of Problem Solving in Young Children: A Critical Cognitive Skill. *Annual Review of Psychology*, 62: 1-21.

Siegler, R. S. (2005). Children's learning. *American Psychologist*, 60, 769-778.

Wynn, K. (1992). Addition and subtraction by human infants. *Nature*, 358, 749-750.

#### **6. Parenting**

Belsky, J. (1984). The determinants of parenting: A process model. *Child Development*. 55, 83-98.

Stover, C.S. et al. (2012). Fathering and mothering in the family system: Linking marital hostility and aggression in adopted toddlers. *Journal of Child Psychology and Psychiatry*, 53, 401-409.

Landry, S. H., Smith, K. E., Swank, P. R., Assel, M. A., & Vellet, S. (2001). Does early responsive parenting have a special importance for children's development or is

consistency across early childhood necessary? *Developmental Psychology*, 37(3), 387-403.

Sturge-Apple, M. L., Skibo, M. A., Rogosch, F. A., Ignjatovic, Z., & Heinzelman, W. (2011) The impact of allostatic load on maternal sympathovagal functioning in stressful child contexts: Implications for problematic parenting. *Development and Psychopathology*, 23, 831-844.

Feldman, R. (2016) The neurobiology of mammalian parenting and the biosocial context of human caregiving [Horm Behav.](#) 77, 3-17.

## **7. Family Processes**

Jia, R., & Schoppe-Sullivan, S.J. (2011). Relations between coparenting and father involvement in families with preschool children. *Developmental Psychology*, 47, 106-118.

Magolin, G., & Gordis, E. B., (2004) Children's exposure to violence in the family and community. *Current Directions in Psychological Science*, 13, 152-155.

Conger, R. D., Conger, K. J., Martin, M. J. (2010) Socioeconomic Status, Family Processes, and Individual Development. *Journal of Marriage and family*, 72, 685-704.

Klausli, J.F. & Owen, M.T. (2011). Exploring actor and partner effects in associations between marriage and parenting for mothers and fathers. *Parenting: Science and Practice*, 11, 264-279.

## **8. Sociocultural contexts**

Fuller, B., & Garcia-Coll, C. (2010). Learning from Latinos: Contexts, families and child development in motion. *Developmental Psychology*, 46, 559-565.

Rogoff, B. & Morelli, G. (1989). Perspectives on children's development from cultural psychology. *American Psychologist*, 44, 343-348.

Keller, H., Yovsi, R., Borke, J., Kärtner, J., Jensen, H., & Papaligoura, Z. (2004). Developmental Consequences of Early Parenting Experiences: Self-Recognition and Self-Regulation in Three Cultural Communities. *Child Development*, 75(6), 1745-1760.

Callaghan, T., Rochat, P., Lillard, A., Claux, M. L., Odden, H., Itakura, S., et al. (2005). Synchrony in the Onset of Mental-State Reasoning: Evidence From Five Cultures. *Psychological Science*, 16(5), 378-384.

Gauvain, M. (1998). Cognitive development in social and cultural context. *Current Directions in Psychological Science*, 7, 188-192.

Landsford, L. E., (2016) How International Research on Parenting Advances Understanding of Child Development. *Child Development Perspectives*, 10, 202

Putnick DL, Bornstein MH, Lansford JE, Malone PS, Pastorelli C, Skinner AT, Sorbring E, Tapanya S, Uribe Tirado LM, Zelli A, Alampay LP, Al-Hassan SM, Bacchini D10, Bombi AS, Chang L, Deater-Deckard K, Di Giunta L, Dodge KA, Oburu P. (2015). Perceived mother and father acceptance-rejection predict four unique aspects of child adjustment across nine countries. *Journal of Child Psychology and Psychiatry*. 56(8): 923-32.

## **9. Social and contextual adversity**

Yoshikawa, H., Aber, J. L., Beardslee, W. R., (2012) The effects of poverty on the mental, emotional, and behavioral health of children and youth: implications for prevention. *American Psychologist*, 67, 272-284.

Nadan, Y., Spilsbury, J. C., Korbin, J. E., (2015) Culture and context in Understanding child maltreatment: Contributions of intersectionality and neighborhood-based research *Child abuse & neglect*

Obradovic, J. (2013) How can the study of physiological reactivity contribute to our understanding of adversity and resilience processes in development? *Development and Psychopathology* 24, 371-387.

Werner, E.E. (1995). Resilience in development. *Current Directions in Psychological Science*. 4, 81-85.

Callaghan, B. L., & Tottenham, N. (2016). The Stress Acceleration Hypothesis: effects of early-life adversity on emotion circuits and behavior, 7, 76–81.

## **10. Early intervention**

Olds, D., Henderson, C.R., Cole, R., Eckenroade, J., Kitzman, H., Luckey, D., Pettitt, L., Sidora, K., Morris, P., & Powers, J. (1998). Long-term Effects of Nurse Home Visitation on Children's Criminal and Antisocial Behavior: Fifteen-Year Follow-up of a Randomized Controlled Trial *JAMA*, 280:1238-1244.

Van Ijzendoorn, M.H., & Bakermans-Kranenburg, M.J. (in press). Genetic Differential Susceptibility on Trial: Meta-Analytic Support from Randomized Controlled Experiments . *Development and Psychopathology*

Vandell, D.L., Belsky, J., Burchinal, M., Steinberg, L., Vandergrift, N., & the NICHD Early Child Care Research Network (2010). Do Effects of Early Child Care Extend to Age 15 Years? *Child Development*, 81, 737-756.

Biglan, A., Flay, B. B., Embry, D. D., Sandler, I. N., (2012) The Critical Role of Nurturing Environments for Promoting Human Wellbeing. *American Psychologist*, 67, 257-271

Wuermli, A. J., Tubbs, C. C., Petersen, A. C., Aber, J. L., (2015) Children and Youth in Low- and Middle-Income Countries: Toward An Integrated Developmental and Intervention Science 9, 61–66.

**Code of Academic Conduct:**

The University of California, Davis has a Code of Academic Conduct administered by Student Judicial Affairs. This Code sets standards for academic conduct at UC Davis for all students. As a student at UCD, you are responsible for knowing and abiding by these standards for these course policies of the university. It is very important for you to be aware of the consequences of cheating, fabrication, facilitation, and plagiarism. Students who have been found to engage in academic misconduct will be referred to judicial affairs for appropriate disciplinary action. For more information on the Code of Academic Conduct, please visit:

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